

Measure 3: Candidate Competency at Completion

Christopher Newport University's EPP examines a series of data points to determine candidates' overall competency and readiness to be licensed and enter the classroom. These data points include passing scores on all licensure tests, successful completion of the final internship experience, and evidence of competency on the Candidate Internship Administrative Evaluation.

2025 Christopher Newport University Licensure Exam Data

Test	N	Candidate Mean	Candidate Pass Rate (%)
PRAXIS Test			
Art: Content Knowledge	4	168 (Passing Score 158)	100%
Praxis® Biology	0	N/A	N/A
Praxis® Chemistry	0	N/A	N/A
Elementary Education: Reading/Language Arts	16	178 (Passing Score 157)	100%
Elementary Education: Mathematics	16	179 (Passing Score 157)	100%
Elementary Education: Social Studies	16	177 (Passing Score 155)	100%
Elementary Education: Science	16	175 (Passing Score 159)	100%

English Language Arts: Content Knowledge	3	180 (Passing Score 167)	100%
ESL Content Knowledge	0	N/A	N/A
Praxis® Math	2	164 (Passing Score 159)	100%
Music: Content Knowledge (Instrumental or Choral)	3	174 (Passing Score 160)	100%
Praxis® Physics	0	N/A	N/A
Physics Content Knowledge	0	N/A	N/A
Social Studies: Content Knowledge	2	177 (Passing Score 153)	100%
Spanish: World Language	2	184 (Passing Score 168)	100%
Teaching Reading: Elementary	16	176 (Passing Score 159)	100%

Internship Final Evaluation--2025

CAEP / InTASC Standards ⁴	CNU Final ST Evaluation	INTERNSHIP FINAL EVALUATION <i>Data are reported as means and standard deviations. As noted on the Internship Final Evaluation instrument, scores cannot be halved. Expected mean = 8.50</i>
		Performance Standard 1. Professional Knowledge <i>The candidate demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i> Overall Mean & Standard Deviation for Standard
		All
	Number in Cohort→	N=31
CAEP— R1.2: Content InTASC- Standard4: Content Knowledge Standard 5: Application of Content	1.1 Demonstrates complete and accurate knowledge of the subject matter	9.17 (.76)
CAEP – R1.1: The Learner and Learning; InTASC--Standard 1: Learner Development Standard 2: Learning Differences	1.2 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group	9.10 (.86)

CAEP / InTASC Standards↓		Performance Standard 2. Instructional Planning <i>The candidate plans using Virginian Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.</i> Overall Mean & Standard Deviation for Standard
		All
CAEP— R1.3: Instructional Practice InTASC— Standard 6: Assessment Standard 7: Planning for Instruction Standard 8: Instructional Strategies	2.1 Uses student learning data to guide planning	8.77 (.72)
CAEP— R1.3— Instructional Practice InTASC— Standard 7: Planning for Instruction Standard 8: Instructional Strategies	2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum.	9.05 (.79)
CAEP— R1.3: Instructional Practice InTASC— Standard 7: Planning for Instruction Standard 8: Instructional Strategies	2.3 Uses existing materials or creates new materials that are challenging and engaging.	9.32 (.85)
CAEP— R1.3: Instructional Practice InTASC— Standard 7: Planning for Instruction Standard 8: Instructional Strategies	2.4 Plans time realistically for pacing, content mastery, and transitions	8.85 (.87)
CAEP— R1.3: Instructional Practice InTASC— Standard 7: Planning for Instruction Standard 8: Instructional Strategies	2.5 Plans for differentiated instruction, relevant to student's learning needs, including TAG, ELL, SPED, etc.	8.50 (.77)
CAEP— R1.3: Instructional Practice InTASC— Standard 7: Planning for Instruction Standard 8: Instructional Strategies	2.6 Plans lessons that reflect high expectations for all learners	9.11 (.85)

CAEP / InTASC Standards↓		Performance Standard 3. Instructional Delivery <i>The candidate uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.</i> Overall Mean & Standard Deviation for Standard
		All
CAEP— R1.3: Instructional Practice InTASC— Standard 7: Planning for Instruction Standard 8: Instructional Strategies	3.1 Provides learning experiences that challenge, motivate, engage, and maintain students' attention	9.35 (.86)
CAEP— R1.3: Instructional Practice InTASC— Standard 7: Planning for Instruction Standard 8: Instructional Strategies	3.2 Delivers directions, procedures, and instructions that are clear, detailed, and accurate	9.05 (.93)
CAEP— R1.3: Instructional Practice InTASC— Standard 7: Planning for Instruction Standard 8: Instructional Strategies	3.3 Makes learning relevant by connecting to students' existing knowledge, skills, and strengths.	8.97 (.82)
CAEP— R1.3: Instructional Practice InTASC— Standard 7: Planning for Instruction Standard 8: Instructional Strategies	3.4 Demonstrates the ability to pace instruction appropriately, including introduction, learning activities, and closure.	8.58 (.89)
CAEP— R1.3: Instructional Practice InTASC— Standard 7: Planning for Instruction Standard 8: Instructional Strategies	3.5 Uses instructional technology, materials, and resources to enhance learning	9.29 (.96)
CAEP— R1.3: Instructional Practice InTASC— Standard 7: Planning for Instruction Standard 8: Instructional Strategies	3.6 Delivers lessons that reflect high expectations for all learners	9.19 (.81)

CAEP / InTASC Standards↓		Performance Standard 3. Instructional Delivery <i>The candidate uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.</i> Overall Mean & Standard Deviation for Standard
		All
CAEP— R1.3: Instructional Practice InTASC— Standard 7: Planning for Instruction Standard 8: Instructional Strategies	3.7 Integrates students' use of higher-level thinking skills in instruction	8.95 (.90)
CAEP— R1.3: Instructional Practice InTASC— Standard 7: Planning for Instruction Standard 8: Instructional Strategies	3.8 Monitors and adjusts lessons to meet students' needs.	8.87 (.92)
CAEP— R1.3: Instructional Practice InTASC— Standard 7: Planning for Instruction Standard 8: Instructional Strategies	3.9 Provides consistent and timely feedback	9.44 (.79)

CAEP / InTASC Standards↓		Performance Standard 4. Assessment of/for Learning <i>The candidate systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.</i> Overall Mean & Standard Deviation for Standard
		All
CAEP— R1.3: Instructional Practice InTASC— Standard 6: Assessment Standard 7: Planning for Instruction Standard 8: Instructional Strategies	4.1 Uses assessment data to develop expectations for students, differentiate instruction, and document learning	8.65 (.67)
CAEP— R1.3: Instructional Practice InTASC— Standard 6: Assessment Standard 7: Planning for Instruction Standard 8: Instructional Strategies	4.2 Uses a variety of formative and summative assessments that are valid and appropriate for the content and students	9.08 (.90)
CAEP— R1.3: Instructional Practice InTASC— Standard 6: Assessment Standard 7: Planning for Instruction Standard 8: Instructional Strategies	4.3 Uses grading practices that reflect mastery of content goals and objectives.	9.06 (.84)
CAEP— R1.3: Instructional Practice R1.4 Professional Responsibility InTASC— Standard 6: Assessment	4.4 Provides ongoing, timely, and specific feedback to students on student progress	9.07 (.98)
CAEP— R1.3: Instructional Practice R1.4 Professional Responsibility InTASC— Standard 6: Assessment Standard 7: Planning for Instruction Standard 8: Instructional Strategies Standard 9: Leadership and Collaboration	4.5 Provides evidence of timely and appropriate intervention strategies for students not making adequate progress	8.56 (.82)

CAEP / InTASC Standards↓		Performance Standard 5. Learning Environment <i>The candidate uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i> Overall Mean & Standard Deviation for Standard
		All
CAEP— R1.1: The Learner and Learning InTASC— Standard 3: Learning Environments	5.1 Establishes and maintains relationships with students to promote rapport and engagement, and models courtesy, active listening, and enthusiasm for learning.	9.55 (.70)
CAEP— R1.1: The Learner and Learning InTASC— Standard 3: Learning Environments	5.2 Creates and maintains a physical setting that is appropriate for activities and allows for efficient, safe movement around the classroom.	9.52 (.77)
CAEP— R1.1: The Learner and Learning InTASC— Standard 3: Learning Environments	5.3 Establishes and maintains clear expectations for classroom rules, routines and procedures involving students as appropriate.	8.95 (.86)
CAEP— R1.1: The Learner and Learning InTASC— Standard 3: Learning Environments	5.4 Creates an atmosphere of respect for individual differences and cultural diversity	9.35 (.76)
CAEP— R1.1: The Learner and Learning InTASC— Standard 3: Learning Environments	5.5 Provides opportunities for students to develop self-direction, self-discipline, and conflict resolution skills	8.40 (.59)
CAEP— R1.1: The Learner and Learning InTASC— Standard 3: Learning Environments	5.6 Implements a clear cohesive plan for behavior management	8.85 (.97)

CAEP / InTASC Standards↓		Performance Standard 6: Culturally Responsive Teaching and Equitable Practices <i>The candidate demonstrates a commitment to equity and delivers instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.</i> Overall Mean & Standard Deviation for Standard
		All
CAEP— R1.4 Professional Responsibility InTASC— Standard 9: Professional Learning and Ethical Responsibility	6.1 Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practice, and by modeling high expectations for all students	9.50 (.83)
CAEP— R1.4 Professional Responsibility InTASC— Standard 9: Professional Learning and Ethical Responsibility	6.2 Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all learners, including for gender, race, ethnicity, English Language Learners, and students with disabilities	8.66 (.79)
CAEP— R1.4 Professional Responsibility InTASC— Standard 9: Professional Learning and Ethical Responsibility Standard 10: Leadership and Collaboration	6.3 Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference	8.65 (.79)

CAEP / InTASC Standards↓		Performance Standard 7. Professionalism <i>The candidate demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.</i> Overall Mean & Standard Deviation for Standard
		All
CAEP— R1.4 Professional Responsibility InTASC— Standard 9: Professional Learning and Ethical Responsibility	7.1 Completes work in a timely fashion	9.00 (.92)
CAEP— R1.4 Professional Responsibility InTASC— Standard 9: Professional Learning and Ethical Responsibility	7.2 Demonstrates willingness to reflect on personal strengths and weaknesses and seeks opportunities for professional development	9.32 (.91)
CAEP— R1.4 Professional Responsibility InTASC— Standard 9: Professional Learning and Ethical Responsibility Standard 10: Leadership and Collaboration	7.3 Keeps parents & guardians informed of classroom activities and student progress through ongoing communication	8.65 (.67)
CAEP— R1.4 Professional Responsibility InTASC— Standard 9: Professional Learning and Ethical Responsibility Standard 10: Leadership and Collaboration	7.4 Collaborates with colleagues and peers to develop skills and incorporate learning into instructional practice.	9.32 (.76)

Candidate Internship Administrative Evaluation 2024

Data are reported as means and (standard deviations). Benchmark expected: 3.00

4 (Exemplary), 3 (Proficient), 2 (Needs Improvement/Developing, and 1 (Unacceptable)

Number in Cohort	N=31 (Received 25)
Performance Standard 1 <i>Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i>	3.08 (.57)
Performance Standard 2 <i>Instructional Planning: The teacher plans using the Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.</i>	3.04 (.54)
Performance Standard 3 <i>Instructional Delivery: The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i>	3.08 (.64)
Performance Standard 4 <i>Assessment for/of learning: The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and families throughout the school year.</i>	2.95 (.60)

<p>Performance Standard 5 <i>Learning Environment: The teacher uses resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p>	<p>3.28 (.54)</p>
<p>Performance Standard 6 <i>Culturally Responsive Teaching and Equitable Practice: The candidate demonstrates a commitment to equity and delivers instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.</i></p>	<p>3.05 (.49)</p>
<p>Performance Standard 7 <i>Professionalism: The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for, and participates in professional growth that results in enhanced student learning.</i></p>	<p>3.13 (.45)</p>